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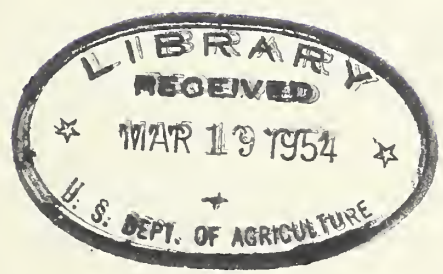
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A SELF-APPRAISAL SURVEY FOR NUTRITION COMMITTEES;

MANUAL OF INSTRUCTIONS //



Prepared for the Nutrition Committee Book Office of Distribution,
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CONTENTS

What This Course Will Show	1
Planning the Survey	1
How to Select a Sample	3
Example of an Urban Sampling Map	6
Example of a Rural Sampling Map	10
Training the Interviewers	11
General Instructions for Interviewers	11
What the Questions Mean, and How to Record the Answers	13
How to "Code" the Interviews	21
Example of a Coded Interview	24
How to Analyze the Data	29
Some Useful Tables	31

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WHAT THIS SURVEY WILL SHOW

THIS SURVEY was been designed for the use of nutrition committees in appraising the work they have done and in determining the need of their communities. As further education about nutrition it has been planned not as an extensive investigation of what housewives know, but rather to get information about a few basic nutrition concepts and about some of the committees' activities.

With this survey you will be able to answer the following questions about your community:

1. Do the housewives know of the nutrition committee?
2. Do they know where to go for information about nutrition?
3. Do they know about and understand the purpose of the school lunch program?
4. Do the housewives understand these basic nutrition concepts?
 - a. The Basic Seven food groups?
 - b. The necessity for a "good" breakfast?
 - c. The bread and flour-enrichment program?
5. Do they feel the need of further nutrition information? What kinds of information do they want?
6. Do the housewives feel that some essential foods are not available in the community?

This is a survey of the housewives only, although the nutrition program is aimed at every member of the community. Previous investigations have shown that housewives, on the whole, are better informed about nutrition than other people in the community. Therefore, the survey will give you a rather liberal estimate of how much the community knows about healthful diet.

The best way, of course, to answer the questions above would be to interview every housewife in your community. But this would be impractical. You can get approximate but usable answers by interviewing a cross section of the housewives.

HOW TO SELECT A SAMPLE

WHAT IS A SAMPLE?

For a survey of people, a sample is a miniature of the population we want to study. If we want to study all the housewives in a city, our sample should contain housewives representing all the income levels, the educational levels, the racial and nationality groups, the age groups, in the proportions in which we would find them among all the housewives in that city. If we want to study all the housewives in a county, our sample must represent also farm housewives and city housewives in the right proportion.

HOW LARGE SHOULD IT BE?

If our sample is carefully selected, we need not interview a great number in order to draw some useful conclusions about all the housewives in the area. For this survey, it is suggested that 100 interviews be taken. In a small community, fewer interviews might serve the committee's purpose.

HOW SHALL WE DRAW OUR SAMPLE?

Every step in a survey is important, but the sampling is especially important. If the sample is not carefully chosen to be as accurate a model as possible of the housewife population, then the final results, no matter how carefully the interviewing and analyzing are done, will not give us accurate information about the housewives of the whole area.

For this reason, the committee would be wise to get help in drawing up a sample, if it can, from some expert source such as a college social science or statistics department. For committees that cannot get such help, the following instructions have been prepared. These give, in simplified form, a method that has been found to come closer than any other to producing a true miniature of a population.

This is not the only method of drawing a sample. Another way is to go through a community selecting "typical" people. But

experience shows that this does not give us a cross-section of our population. All sorts of "biases," conscious or unconscious, enter into such choices, and even experts in the method cannot select a truly representative sample in this way.

Another method of sampling would be to choose every - let us say - tenth household in a community. If we had time and means for this, it would give us an excellent sample, provided we kept strictly to our plan and covered the community completely. We would then enter every neighborhood and get the proper share of our interviews from every neighborhood - a large number from the crowded sections, a small number from the less populous sections. Such a procedure would take more time and more interviewers than we have, however, and we can get almost satisfactory results with far fewer sample points.

The method we actually use is the same as the "every tenth household" one in principle. Instead of counting off households through the entire area of the survey, we count off blocks, and then, following a tested procedure, we count off households in each of the chosen blocks. If we do this properly, every type of neighborhood and every type of household will be represented in our sample in the same proportions as in the population of the whole area we are studying.

At first glance, some of the rules may appear complicated and unnecessary. But experience has shown that they are necessary, and if you follow them step by step they will become not so complicated after all. They have been simplified considerably from the rules followed by regular surveying agencies using this method, but if carefully observed will serve the purposes of the committee well.

CITY AND COUNTY SAMPLING

Separate instructions are given below for urban sampling and for rural sampling. If you want to survey only a city or town, you will use only the urban sampling method. If you want to survey a county you will use both types of sampling.

In that case, you must decide how many of your interviews should be with town or city households, and how many with country households. Your decision will depend on how the population of the county is divided. If most of it is outside of towns and cities - say 75 percent - then you will take 75 of your 100 interviews in

the country and 60 in town. If 60 percent live in towns and 40 percent in the country, you will want 60 interviews with town housewives and 40 with country housewives. You can get these figures from the 1940 Census, Population Series I, at your local library.

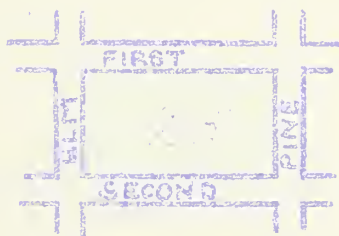
URBAN SAMPLING

In urban sampling, you will choose certain blocks from a map of your city and interview at selected dwelling units in these blocks. The number of interviews on a block will depend on how crowded the block is.

A dwelling unit, or a household as it may be called, is a room or group of rooms occupied as living quarters and having separate kitchen facilities. Thus one building or house may contain several dwelling units.

Selecting Blocks

1. Get a map of the city or town showing the streets and blocks. (Such a map may usually be obtained from the City Hall, the City Engineer's Office, the office of the local transit company, or the Chamber of Commerce.) If you can get enough copies to supply each interviewer with one, so much the better.
2. A block, for survey purposes consists not of a single street from one intersection to the next, but of an area bounded by such streets.



Thus if we instruct an interviewer to obtain interviews in block 25 (above) he may obtain them on Elm, First, Pine, or Second Street, on the side of the street that borders the shaded area.

On the map, we begin by eliminating all blocks which could not possibly contain any dwelling units. In the example

#

the blocks from right to left, top to bottom, and then start counting again. (In the map of Center City, these sample blocks are shaded in green.)

4. Now we are ready to choose our sample blocks. For the sake of convenience, it is a good idea to average two interviews in each sample block. We therefore need half as many sample blocks as we want interviews. In Center City, for example, we want 30 interviews and therefore 15 sample blocks. (We shall get the remaining interviews in the country.) Our map shows 77 numbered blocks. We divide 77 by 15, and thus discover that we must sample one block in every five.

We therefore count off every fifth block (starting at any block from #1 to #5) and mark it clearly. We then remember the blocks thus chosen, starting with 1. (In the map of Center City, the sample blocks are shaded in red and ~~re~~numbered in blue.)

5. Prepare a Sampling Directions Card for each sample block, like the one shown below. This will be for the use of the interviewer. On the first line fill in the sample block number and the special name of the area in which it is situated. If you haven't a marked map for each interviewer, write on the back of the card the names of the streets bounding the block, or make a sketch like the one on page 5.

Sampling Directions Card

1. Block No. 13 Area Southwood
2. Start counting at SW corner.
3. Take first interview at 2nd dwelling unit, and
4. After that visit every 5th dwelling unit.

If the starting number (line 3) is higher than the number of households on the block, do not interview anyone on the block.

Do not take more than four interviews on any one block.

only those women who are most easily found at home, you will get too many housewives with young children, and not enough housewives who work outside or who participate in social and civic affairs.

If the housewife in the selected dwelling is not at home on the second call, the interviewer should visit the dwelling unit to the right as she faces the house. If no one is at home after two calls there, she should visit the dwelling unit to the left of the original one.

RURAL SAMPLING

Rural sampling presents a somewhat different problem, since in open country we of course have no blocks to guide us. We shall therefore have to create the equivalent of blocks by marking off a county map in squares. But here we choose intersections rather than blocks as our "sample points."

On the next page appears a map of an imaginary county which has been marked for rural sampling. This process involves the following steps:

1. Obtain a good map showing roads. (The roads have been omitted from our imaginary map because it is small. You will want them on your map, however, so that interviewers will know how to reach the sample points.) The map should show also the national forests, parks, and other sections containing no homes. Usually a good county map published by the State Highway Department may be obtained from the County Surveyor, the County Agent, or a similar official. You will need a copy for each interviewer, but you need carry through the entire marking procedure on only one copy.
2. The map must now be divided into "blocks" of equal size. A convenient way to do this is to draw two diagonal lines at right angles to each other, crossing at about the center of the map. On our map of "Erewhon County" these are the line that starts in the northwest corner and ends near intersection 37, and the one that starts in the northeast corner and ends just below the Army camp.

Now divide each diagonal into equal parts, and draw parallel lines to the edges of the county. The number of intersections you will have depends, of course, on how you space these lines.

EREWON COUNTY MINNESOTA



It is a good idea to have about as many intersections as you will have interviews. In Erewon County, we want 70 rural interviews, and we have 75 intersections.

3. Now number the intersections consecutively, beginning with 1. The numbering should be orderly, from left to right in the first line, from right to left in the next. If an intersection falls within an area where there are likely to be no households, or in a city or town which you plan to sample by the urban method, do not number it; give its number to the

river intersection that falls outside the eliminated area (on our map of Breckon County, we have not numbered the intersections in the forest reserve, the Army camp, or Center City. We have, however, numbered the intersections that are just at the edge of these places.)

We are now ready to decide which intersections we shall use as our sample points. For convenience, we decide to take two interviews at each chosen point rather than one. This means that for Breckon County, where we want 70 rural interviews, we must choose 35 intersections.

We have numbered 75 intersections on our map, or a little more than twice as many as we shall actually use. We shall therefore begin by choosing every second intersection, indicating it by a small blue circle.

5. If the non-city population were evenly distributed over the entire county, we should stop at this point, number all the blue circles, and call these our sample points. In Breckon County, however, the rural population tends to be concentrated along Indian River, where the land is good for farming, and around Center City. It is sparse along Rush River and the western county line, because the land around there is rocky and unsuited to farming.

We therefore eliminate some (but not all) of the chosen intersections along Rush River and the western county line, and we select enough unmarked intersections in the more populous part of the county to bring the total number up to the 35 we want. (These selections are ringed in red on our map of Breckon County.) This method is not exact, but more exact methods are not available to the committee, and it will serve to some extent to help make our sample represent the total population of Breckon County.

We now re-number all the chosen intersections in red pencil, from 1 to 35.

6. For each interviewer we prepare a map showing only the 35 intersections chosen as sample points. With the map we give her a list of the particular points assigned to her. She is told to take an interview at each of the two houses nearest closest to the assigned sample point. If for any reason she cannot get an interview at one of these houses she should go to the house next nearest to the intersection. She may have to substitute two houses if she can get an interview at neither of the houses nearest the assigned point.

similar to those that will be used in the survey. The interviewer should be given a list of the "sample points" to be visited in the field.

SECOND TRAINING SESSION

In a second training session, the previous interview guide should be gone over carefully and experiences should be shared. Assignment of interviewers for the survey can be made at this time and the interviewers may then be provided with sampling cards, maps, and questionnaires.

of the questions, because it is essential that the same questions be asked of each person interviewed. The questions, in their present phrasing, have been tested, and have proved to be successful in drawing the kind of answers desired.

The questions should be asked in their proper order, because the answer of one question tends to influence the answer to the next; in addition, the questionnaire is so arranged that the questions follow one another in a natural and logical order.

RECORDING THE ANSWERS

To obtain a faithful record of the housewife's answers, it is necessary to record them in full. Whenever possible, check lists have been provided to make the recording easier. When the housewife says she doesn't know the answer, be sure to record this. If for any reason no answer can be obtained, write "No answer" or "N.A." in the space for the answer and also the reason it was not obtained. Needless to say, it is essential to write all answers legibly.

Make no marks in the marginal boxes or in the numbered answers below the questions. These are to be used only by the "coders" for classifying the answers later.

CLOSING THE INTERVIEW

It is important to leave the housewife with a friendly feeling toward the interviewers and the marketing committee. It is also wise to clear up any questions or doubts about the interview before you leave. The housewife should leave a feeling that her time has been well spent and that she has contributed something to the community by her efforts. A few words of thanks will make her feel that her interest has been appreciated.

THE INTERVIEWER'S POSITION

Remember that the interviewer is not an "observer" in the water but a participant. He is not to be an impartial observer. He should question and ask you in the course of the interview give the answer. If you are not sure of your information, if you have any doubts, refer the housewife to some authority in the community.

to exist, two lines of action are open to the nutrition committee. Publicity could be given to adequate substitutes, or in some cases action might be taken to make the food available.

In the column marked "Foods," list the foods the housewife names in answer to Question 2. After these are all listed, ask Question 2a for each food she had mentioned. If the housewife is experiencing no shortages, write "none" across the food column.

QUESTION 3: "What kinds of food would you say your family should have each day to keep them healthy?"

This question will give you the housewife's idea of an adequate diet. Knowledge of what makes up a good diet is fundamental in nutrition education. This is, therefore, one of the most important questions in the survey.

List the foods the housewife gives, and be sure to ask the supplementary question, "Are there any others?"

If the housewife answers in terms of "proteins", "starches," etc. get her to answer in terms of foods by such questions as "What foods give you that?"

QUESTION 4: "Suppose you couldn't get oranges (butter, fresh or canned meat, etc.), what could you serve instead to keep your family healthy?"

This question is designed to get at the understanding of another fundamental concept in nutrition information - equivalents. One food from each of the Basic seven food groups is listed. For some of these, substitutions are well known by all housewives, but you will find a number of common misconceptions.

Record all substitutions the housewife gives for each food. Do not try to check the right-hand column during the interview. That will be done later by "coders."

When you are sure that the housewife has understood the question, ask her to tell you the name of the bread and whether it is enriched or not. Record the name of the bread and whether it is enriched or not.

Record all facts mentioned in the survey provided.

QUESTION 6: "What kind of bread do you usually get?" (Is it enriched?)

Although enrichment of white bread and rolls has been made compulsory, and therefore all few exceptions the bread used will be enriched, it is important to find out whether housewives know the bread they use is enriched. This, again, is basic to a part of the nutrition education program. It would be desirable to know whether the housewives understand why bread is enriched and whether or not they would demand enriched bread if unenriched bread were also sold. However, these additional questions are outside the scope of this survey.

Record all kinds of breads mentioned in answer to Question 6. Occasionally a housewife will give the trade name of the bread. It is a simple thing to say, "Is that white bread or _____?" in order to get the necessary information.

The supplementary question, "Is it enriched?" must be asked about every kind of bread except whole wheat, cracked wheat, and pumpernickel (whole rye). The housewife may wish to go to the kitchen and look at the bread wrapper for the information; record this as "don't know".

It is quite possible that some housewives will not understand the use of the word "enriched" in the question. Use freely the explanation that follows the question ("the kind with vitamins and minerals added") but do not give any further explanation.

QUESTION 7: "Do you know where to go to get more information about nutrition?"

While this question is very important, because it provides information about the sources of information available, it is not the only one we are interested in discovering. It would also be interesting to find out if housewives know where the place where they are living is located.

QUESTION 8: "Do you ever feel that there are still some things you would like to know about that would be good for your family? What sort of things would you be interested in getting information on?"

While the other questions will show that further nutrition education is needed in the community, it is essential in proper planning to know whether the housewives themselves feel a need for more information.

Although the question specifically asks about nutrition, the housewife may mention other interests in food. Be sure to record these because they may be useful in program planning.

QUESTION 9: "When could you go to here in _____ if you had a problem about what to serve to keep your family healthy?"

In this question we are interested in finding out whether the housewife knows of an adequate source of nutrition information in the community. If the name of a person is given, try to find out his or her function in the community.

QUESTION 10: "Have you heard of the _____ Nutrition Committee?"

Although the nutrition committee works as a coordinating agency, it is likely that a committee that has been very active, will have made itself known to a number of housewives. This question will discover how many know of the committee by name.

QUESTION 5: The codes for this question stand for "Fruit only", "Fruit and bread or cereal only," etc. Disregard the word "in season." Select the list that is closest to the list of foods the housewife likes. One common answer is "Fruit, cereal or egg, toast, and coffee." For uniformity, code this as 2 rather than 3. In general where alternatives are given, code the less satisfactory breakfast, inasmuch as the question asks what a person needs for breakfast.

QUESTION 6: It may be necessary to change the list of codes for this question. This should be done after reading over a number of your interviews but before starting the coding.

The other questions are coded quite simply by referring to the list of codes and entering the number in the box in the margin. Where there are two boxes, enter "0" in the second box if only one response has been given.

Some provision should be made for checking the accuracy of the coding. It is good practice to have at least one out of every ten interviews coded independently by a second person.

THE COMMUNITY HAS A SCHOOL LUNCH PROGRAM:

Do you know if the schools here serve lunch to the children who do not
not go home at noon? ☐ They do ☐ They don't ☒ Don't know

1. Knows of school lunch program
2. Does not know of school lunch program

2

Why do you suppose schools are interested in serving lunches to
the children? Some have a long distances to go

and a lot of mothers work now

Is there any other reason? Now that I know of

1. Health and nutrition
2. Training in good food habits
3. Low cost
4. Convenience

4 0

How far and how do you go to school? ☐ 1. Elementary ☒ 2. High ☐ 3. College

2

Are you employed?

1. Employed full-time 2. Employed part-time 3. Not employed

0

1. Under 35 2. 36-45 3. 46-55 4. Over 55

2

1. Male 2. Female 3. Other

1

Married 3. Single

TABLE I. Do Housewives Know of the Nutrition Committee? *

	<u>Percentage</u>
Have heard of the committee	
Have not heard of the committee	
No data	<u>100%</u>

TABLE II. Do Housewives Know of a Suitable Source of Nutrition Information in the Community? To Whom Would They Go for This Information? **

	<u>Percentage</u>
Know of suitable source:	
local nutrition committee	
FSA home management supervisor	
visiting nurse	
social worker	
Red Cross	
home demonstration agent	
doctor or clinic	
utility company	
other good source	
Have unsuitable source:	
relative or friend	
other unsuitable source	
None of the above	
No data	<u>100</u>

* Question 1.
 ** Question 2.

Know all the purposes
 Do not know all the purposes

No data

100

TABLE IV. What Purposes Do Housewives Give For the School Lunch Program?

Percentage

- To improve health or nutrition
- To train children in good food habits
- To provide food at low cost
- For the convenience of the children or their mothers

No data

100

TABLE V. How Many of the Basic Foods are Mentioned by Housewives as Essential for Health?

Number of Foods	Percentage
Seven	
Six	
Five	
Four	
Three	
Two	
One	
None	

No data

100.3

* Question 11.
 ** Question 12.
 *** Totals more than 100.3 because some housewives named more than one purpose.
 **** Question 3.

TABLE 21. What foods do respondents say they are unable to get in the Central Luzon and South Luzon provinces? (May 1974)

FOODS	in 1974					Total
	Not in store	Price too high	Price too low	Quality low	No data	
Unable to get	1					1
Butter	2					2
Cheese	1					1
Sugar	2					2
Cocoa	2					2
Meat	2					2
Beef	1					1
Pork	2					2
Lamb	2					2
Canned fish	1					1
Fruit	2					2
Oranges	2					2
Lemons	2					2
Bananas	1					1
Able to get all foods	2					2
No data	1					1

*Question 2

